

〈Research Note〉

The Study on Assessment Policies of Teacher's Education and Teacher's Assessment Policies in the State of Hawaii.

OKUGAWA Yoshihisa*

As popular support grows for improving education, individual states in the United States are considering many different ways to attract better teachers into teaching and keep good teachers in the schools. The first step to excellence in teaching is to improve the qualifications of those who enter the teaching profession. In the United States, every state is considering to strengthen professional screening requirements. Strategies include raising admission standards for teacher education programs, tightening the process of institutional education programs, tightening the process of institutional accreditation, increasing certification requirements, imposing continuing education and testing requirements for recertification, providing financial incentives for teachers in certain subject areas and certain locales, and reforming the education of teachers.

In this study, we try to analyze the assessment policies of teacher's education programs and teacher's assessment policies in the State of Hawaii.

I. Assessment Policies of Teacher's Education Programs

1. Accreditation of Teacher's Education Programs by Professional Accreditation Agencies.

The College of Education Programs at the University of Hawaii (Manoa) are fully accredited by the Hawaii State Department of Education under the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). The Master of Education program in special education is nationally accredited by the Council for Exceptional Children (CEC). The College is currently seeking professional accreditation through the National Council for the

*Professor, Kyoto University of Foreign Studies

Accreditation of Teacher Education (NCATE).¹⁾

The National Association of State Directors of Teacher Education and Certification (NASDTEC) is the organization that represents professional standards boards and commissions and state departments of education in all 50 states which are responsible for the preparation, licensure and discipline of educational personnel. NASDTEC promotes higher standards for educators, teacher mobility across state lines, comprehensive personnel screening and is a clearinghouse on teacher discipline.²⁾

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for exceptional individuals, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.³⁾

The National Council for the Accreditation of Teacher Education (NCATE) is the profession's accrediting body---a mechanism to help establish high quality teacher preparation. Institutions that have gained NCATE accreditation have met national standards in areas such as design of curriculum, assessment of candidate performance (candidate knowledge, skills, dispositions, and assessment system and unit Evaluation), unit capacity (field experiences and clinical practice, diversity, faculty qualities, performance, and development, unit governance and resources). Through the process of professional accreditation of schools, colleges and department of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE is a coalition of 33 specialty professional associations of teachers, teacher educators, content specialists, and local and state policy makers.⁴⁾

2. Assessment of Teacher's Education Programs by College of Education (COE) at the University of Hawaii (Manoa)

(Assessment of Teacher's Education Programs by Principles, COE Graduates, Mentor Teachers and COE Students)

1) College of Education, University of Hawaii at Manoa, "College of Education, Status Report 1999", August 1999, Honolulu, Hawaii, P.22.

2) <http://www.nasdtec.org/about.html>

3) <http://www.cec.sped.org/ab/indes.html>

4) http://ncate.org/recognized_programs/m_institutions-program.htm

Teacher Preparation Principles' Assessment of Alumni---The purpose of this evaluation was to gather information that can be useful to improve the College of Education (COE) preparation program for educators in public schools. The population surveyed consisted of 130 principals in the Department of Education system. There were 120 surveys returned for a response rate of 92%. The 120 principals provided feedback on 236 COE graduates who completed their preparation program in 1996-97. Principals were asked to indicate the extent to which their expectations of Hawaii Teacher Performance Standards were being met by graduates employed at their school.⁵⁾

Teacher Preparation Program COE Graduates Evaluations ---The purpose of this evaluation was to determine the extent to which graduates were prepared to meet the Hawaii Teacher Standard Board performance criteria and to gather information that can be useful to improve the College of Education preparation program for educators in the public schools. The population surveyed consisted of 263 educators in the Department of Education system. There were 153 surveys returned for a response rate of 58% in the year of 1996-97. Of the respondents, 74 (48%) completed a B.Ed. Elementary degree, 32 (21%) completed a B.Ed. Secondary degree, 38 (25%) completed a Post-Bac Secondary degree, and 8 (5%) completed a M.EdT. degree. Respondents were asked to indicate the extent to which their teacher education program helped to prepare them to meet the Hawaii teacher Performance Standards.⁶⁾

COE Teacher Preparation Mentor Teachers' Assessment of Pre-Service Teachers ---The purpose of this evaluation was to gather information that can be useful to improve the College of Education preparation program for educators in public schools. The population surveyed consisted of 367 mentor teachers in the Department of Education system. There were 271 surveys returned for a response rate of 74% in spring 2001. Over 35% (95) of the respondents stated that they had mentored pre-service teachers from the Secondary Program, 34% (91) mentored teachers from the Elementary Cohort, and 27% (72) from the Dual Preparation --Elementary/Special Education Program. Ten percent (27) of the mentor teachers mentored pre-service teachers from the Dual Preparation --Secondary/Special Education Program, 9% (25) from Masters in Teaching (MET), and 6% (17) from Masters in Special Education. The mentor teachers were asked

5) COE Teacher Preparation Principals' Assessment of 1996-97 Alumni.

6) Teacher Preparation Program Evaluations COE 1996-97 Graduates.

to indicate the extent to which the pre-service teachers they worked with were meeting their expectations of Hawaii Teacher Performance Standard.⁷⁾

Teacher Education Program Students Evaluation ---The purpose of this assessment is to determine the extent to which specific program areas contribute to students' professional growth. Respondents were asked to indicate the extent to which the program areas of their teacher education preparation contributed to their professional growth: Foundation for Teaching, Course Instruction, Academic Teaching Field Preparation, Skills and Abilities, Field Experience/Procedures, and Field Experience/Student Teaching. Of the 2000-01 cohort (142 respondents), 26% were assigned to student-teach in high schools, and 13% taught grade levels kindergarten, 1-3, 4-6, and 7-8, respectively. 28% of the students were in the B.Ed. Elementary program; 18% were in the B.Ed. Secondary and 18% in the Post-Bac Secondary programs.⁸⁾

(Assessment Plan of Master of Education in Teaching Program and Professional Development School)

Master of Education in Teaching Program Student Assessment Plan---In keeping with the MET program goals and principles, COE have developed and implemented a student assessment plan that promotes and supports individual and group growth and development. A change in the way students are assessed was implemented in 1998. Prior to 1988, the MET assessment was based on the ten teacher competencies as well as the MET principles. However, in 1988 the evaluation form was changed to align itself with the ten Hawaii State teacher performance and licensing standards. The midterm and final evaluation are conducted by the students, mentors and university faculty and are based on teacher standards. The assessment form is used for performance based assessment during all four semesters. Student self-evaluation is another central component of the MET assessment plan. Self-evaluation is "an aspect of reflection that is concerned with defining one's concerns, establishing criteria for 'success,' and determining the most appropriate methods to judge the effects of one's action in the classroom. Self-evaluation involves carefully observing and analyzing one's action and interpreting the consequences of what one has done."⁹⁾

7) COE Teacher Preparation Mentor Teachers' Assessment of Pre-Service Teachers.

8) Teacher Education Program Students Evaluation 2000-20001.

9) Mentor Handbook, University of Hawaii at Manoa, College of Education, Master of Education in Teaching Program, Fall 2001.

Professional Development School Assessment Plan---The National Council for Accreditation of Teacher Education (NCATE) announced the release of new standards for professional development schools, innovative institutions formed through partnerships between colleges and universities and elementary, middle and high schools, and proclaimed these partnerships to be a strategy that school districts can use to develop high quality teachers even during times of teacher shortage. The standards were field-tested at PDS sites. After the field test, the standards underwent a final revision, and NCATE's Unit Accreditation Board endorsed them and strongly encouraged teacher preparation institutions to make use of the standards as they plan and revise teacher preparation programs. The standards are as follows: it is a learning-centered community that supports the integrated learning and development of students and its partners through inquiry-based practice (Learning Community), its partners are accountable to themselves and to the public for upholding professional standards for teaching and learning (Accountability & Quality Assurance), its partners and partner institutions systematically move from independent to interdependent practice by committing themselves and making a commitment to each other to engage in joint work focused on implementing its mission (Collaboration), its partners and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning and ensure that the policies and practices of its partner institutions result in equitable learning outcomes for all participants (Diversity & Equity), its partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of students, faculty, and professionals (Structures, Resources, and Roles).¹⁰⁾

II. Teacher's Assessment Policies

1. Teacher's Certification and Assessment Policy by the Teacher Standard Board, the State Department of Education and the State Teachers Association.

(Certification Policy of Teachers by the Hawaii Teacher Standard Board)

Hawaii Teacher Standard Board (HTSB) was established by the State Legislature in 1995 to set initial licensing and credentialing standards for teachers. The

10) http://www.ncate.org/newsbrfts/pds_f01.htm

purpose of the law was to transfer responsibility for setting teacher licensure standards from the Department of Education, which has responsibility for hiring, to an independent body. Teacher Performance Standards are as follows; focuses on the learner, creates and maintains a safe and positive learning environment, adapts to learner diversity, fosters effective communication in the learning environment, demonstrates knowledge of content, designs and provides meaningful learning experiences, uses active student learning strategies, uses assessment strategies, demonstrates professionalism and fosters parent and school community relationships. These standards are aligned with those of the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).¹¹⁾

The National Council for the Accreditation of Teacher Education (NCATE)'s State Partnership provides several ways for NCATE and the states to collaborate to help ensure well-prepared and competent teachers. It has partnerships with 46 states to conduct joint reviews of colleges of education. The partnerships integrate state and national professional teacher preparation standards, increase the rigor of reviews of teacher education institutions, and reduce the expense and duplication of effort that occurs when states and NCATE conduct two separate reviews. Colleges in partnership states can meet NCATE and each state's unique needs and circumstances; however, all of the partnerships are based on NCATE high-quality teacher education standards. Benefits of the state partnership program are as follows: recognition for enforcing the highest professional teacher education standards, direct assistance in developing, implementing, and maintaining an efficient and effective system for reviewing teacher education institutions, membership in a nationwide professional effort to ensure quality teacher preparation, state reviewer training program, contact with a nationwide professional network of experts in teacher preparation, subject matter and state education policy, professional development opportunities for state teacher education staff, savings of both personnel and financial resources and access to state and national data and information on teacher education issues.^{12, 13)}

11) Hawaii Teacher Standards Board, "Teacher Performance and Licensing Standards", September 1988, P.ii~P.9.

12) http://www.ncate.org/partners/m_partners.htm

13) <http://www.ncate.org/partners/benefits.htm>

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a Consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels. Its mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers. To carry out this mission, it provides a vehicle for states to work jointly on formulating model policies to reform teacher preparation and licensing, and provides a mechanism for states to collaborate on developmental projects such as crafting new instruments to assess the classroom performance of a teacher. It also sponsors a series of seminars annually, bringing together state education agencies, institutions of higher education, researchers, and professional associations committed to the principles of teaching and assessment endorsed by the consortium. These seminars present the cutting edge work being carried out on these issues and provide an opportunity for formal and informal networking among participants.¹⁴⁾

The National Board for Professional Teaching Standards (NBPTS) is an organization of teachers and other education stakeholders who are working to strengthen the teaching profession and student learning. It was established in 1987, is a nonpartisan, independent and non-profit organization and has been enacted in 44 states and approximately 299 local school districts. The mission of NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in schools in the United States. NBPTS standards for accomplished teaching are based on the Five Core Propositions; teachers are committed to students and their learning, teachers know the subjects they teach and how to teach those subjects to students, teachers are responsible for managing and monitoring student learning, teachers think systematically about their practice and learn from experience, teachers are members of

14) <http://www.ccsso.org/instasc.html>

learning communities.^{15, 16, 17)}

(Assessment of Employment Conditions by Local School Authorities (Board of Education) and Teacher/Specialist Requirements for License/Credential by the Hawaii State Department of Education)

A License is issued to the holder who meets the standards prescribed by the Hawaii Teacher Standards Board. Completion of a state approved teacher education program from an accredited institution must include student teaching or practice experiences in a K-12 setting. It is also issued to a holder who possesses a valid license/certificate from any state and has three years of successful teaching experience within the past seven years. Teaching experience must be in the teaching area(s) indicated on the license/certificate and begins after the issue date of the valid license/certificate. Credentials are given to a person who has completed a teacher training program but has not yet submitted all required documents to the Department, or a person who has not completed a teacher preparation program or equivalent training, and who has been hired when no suitable individual who meets the licensing requirements is available for the position.¹⁸⁾

(Assessment of Employment Conditions, Teacher's Tenure and Certification, Collective Bargaining, Equity considerations, etc. by The Hawaii State Teachers Association)

Hawaii State Teachers Association (HSTA) is the exclusive representative of Hawaii's nearly 12,000 public school teachers. Since 1971, it has consisted of teachers working in the best interest of education, and of students and teachers working for quality education and school reforms in the state of Hawaii. Members of HSTA are a part of the National Education Association, and together work to ensure that each child in the state of Hawaii receives the education to which they are entitled. The goal is to create quality public education, and the activities undertaken to achieve the goal are multifaceted: lobby for and work with schools

15) http://www.nbpts.org/state_local/index.html

16) <http://www.nbpts.org/about/index.html>

17) NBPTS Guide to National Board Certification 2001-2001, National Board for Professional Teaching Standards.

18) Application for Professional Employment and Licensure, Teacher Recruitment, State of Hawaii Department of Education Office of Personnel Services.

to implement school reforms such as school/community-based management; two-tier bargaining; student centered schools and year-round schools; participation on task forces created to respond to the various and changing needs of schools and students; give testimony to the Board of Education on issues of importance to teachers and students alike; work with teachers, administrators, parents, students and their individual communities to build strong ties; support pro-education candidates as every decision is a political decision; work to ensure that student learning conditions are optimal; that teachers are free to teach; that successes make teaching an attractive career for youth; officers, staffs and leaders are in contact with state decision-makers in order to voice the concerns and needs of members; work in and around the community to enhance the image of the teaching profession; and within HSTA ranks to foster professional zeal; the communication efforts stress the need for family involvement in and support for education; the lobbying team communicates priorities to state and federal legislators and ask them to examine the rationale, implications and impact of proposed legislation in the light of information provided for them; encourage teachers to continue their professional development; offer workshops and scholarships to attend workshops; negotiate to compensate teachers for continued schooling.¹⁹⁾

(Performance Evaluation (Teacher Evaluation) by Local School Authorities (Board of Education) and School Principles)

The Program for Assessing Teaching in Hawaii (PATH) is a process for evaluating the performance of the instructional staff of the Department of Education. In order to account for the differences in teaching style, responsibilities, and instructional philosophies, PATH is an individualized evaluation system. It is supported by a computerized system which provides necessary monitoring and record keeping and compiles summative reports of the district superintendents and state superintendent of schools. In the PATH system, emphasis is placed on the improvement of instruction. The philosophy is that the student is responsible for the outcome of instructions; the teacher is responsible for providing a process that maximizes opportunities for the student to achieve these outcomes. Thus, the evaluation focuses on teaching as a process and on what the teacher is doing to enable the student to attain specific outcomes. The principal articulates these stu-

19) <http://hsta.org/about/>

dent outcomes in a plan. The principal/evaluator and teacher/participant together select PATH optional objectives that will achieve these outcomes. The evaluator acts as monitor to see that a participant is following the plan. Evaluation is focused on the plan and process rather than on the participant as a person. Evaluation includes the mandatory objective. The system enables focusing on the individual needs, school goals and, district and state directions.²⁰⁾

Conclusion

In this study, we analyzed assessment policies of teachers' education programs and teachers' assessment policies in the state of Hawaii. As assessment policies of teacher education programs, the College of Education's Programs at the University of Hawaii (Manoa) are accredited by the Hawaii State Department of Education under the standards of the National Association of State Directors of Teacher Education and Certification. The Master of Education program in special education is nationally accredited by the Council for Exceptional Children. The College is currently seeking professional accreditation through the National Council for the Accreditation of Teacher Education. Also, Teacher Education Programs are assessed by Principals, COE Graduates, Mentor Teachers and COE students.

As for Teachers' Assessment Policies, the Hawaii Teacher Standard Board was established by the State Legislature in 1995 to set initial licensing and credentialing standards for teachers. These standards are aligned with those of the National Council for the Accreditation of Teacher Education, the Interstate New Teacher Assessment and Support Consortium, and the National Board for Professional Teaching Standards. For assessment of employment conditions, the Hawaii State Department of Education has established Teacher/Specialist Requirements for Licensure/Credentials. The Hawaii State Teachers Association has set policies for teacher tenure and certification, collective bargaining, and equity considerations as their Assessment of Employment Conditions. The Program for Assessing Teaching in Hawaii is a process for evaluating the performance of the instructional staff of the Department of Education as is the Performance Evaluation (Teacher Evaluation) by Public School Principals.

20) PATH Program for Assessing Teaching in Hawaii, Manual for Evaluators and Participants, Office of Personnel Service/Personnel Management, Certification & Development Branch, Department of Education, State of Hawaii, RS93-3666, April 1993.